

Safe School and Discipline

Rationale

The BOT must meet the requirements of Nag 5iii, and 6.

Effective learning takes place in an environment in which students feel physically and emotionally safe. The College aims to minimize or remove physical, verbal and emotional conflict between members of the entire school community.

Whatever the environment outside the school, a student should feel “good” about walking through the school gates.

Guidelines

1. The College will have procedures to deal with the following; the procedures can be accessed on ROSNET or in the appropriate document as noted.

Accidents – Notification – Tutor Manual

Alcohol, Drugs and Tobacco – Tutor Manual

Assault – Tutor Manual

Attendance – Tutor Manual

Bullying Tutor Manual and see separate policy

Cell Phones – Tutor Manual

Child Abuse

“Chill It” (A programme for students who act aggressively towards staff)

Complaints

Computer Use

Crisis Procedure – Tutor Manual

HIV/AIDS and other Blood Borne Diseases – Tutor Manual

“Kick It” (Procedures for drug related offences)

Lockdown Procedures – Tutor Manual

Multi-Cultural School – Tutor Manual

Privacy procedures, including access to students – Tutor Manual

Search and Seizure – Tutor Manual

Serious Misconduct (Staff)

Sexual Harassment and Sexual Abuse – Tutor Manual

Theft – Tutor Manual

Trespassing – Tutor Manual

Uniform – Tutor Manual

Vandalism – Tutor Manual

Weapons – Tutor Manual

2. Student leaders will contribute to the development, implementation, and maintenance of a safe school environment.
3. The procedures relating to Serious Misconduct of Staff will be based on the PPTA Code of Ethics and NZ Teachers Council Code of Ethics and the relevant employment agreement.
4. Classroom and school discipline should be firm and fair, and focus on self discipline and the College Code of Expectations based upon the principles of restorative practices as outlined in the Classroom Respect Procedures Manual.
5. Teaching staff are expected to model the values and expectations required of students at all times.

- 6 The SMT delegates the HOHs and teachers to have prime responsibility for enforcing College discipline and pastoral care procedures except in very serious cases which are likely to involve a stand-down, or exclusion.
- 7 All discipline breaches should, wherever possible, be addressed at the point of lowest impact to maintain workable staff/student relationships.
8. In cases of serious breaches of discipline the SMT and BOT will follow the legal requirements associated with stand downs exclusions and expulsions as set out in the MOE document on Standdowns, Suspensions and Expulsions
- 9 The BOT discipline committee will be drawn from the whole board from meeting to meeting. (a minimum of three BOT members with every attempt made to achieve appropriate gender and ethnic distribution). There will be no "standing" discipline committee. However, in cases which are linked, the same committee should, wherever possible, deal with all the cases.
10. Decisions of the BOT discipline committee should be reported at the next full BOT meeting. The committee however is delegated the power to make decisions.
- 11 Part of a safe school involves ensuring that students attend school on a regular basis and that failure to attend is identified and dealt with in a way which is likely to result in improved attendance.
- 12 A separate Health and Safety Policy establishes the Health and Safety Committee whose responsibility it is to ensure that the College is physically safe in terms of buildings, grounds and equipment.
- 13 The College will follow requirements regarding privacy of staff and student information as set down in the relevant legislation.
- 14 The Board will publish and publicise annually, complaints procedures to enable parents to provide feedback to the College to ensure its effective functioning and to enable it to be responsive to community needs.



Signed for the Board of Trustees

6 August 2009

Date Reviewed